

Introduction

Translanguaging is a common practice among bilingual families.

- Translanguaging supports participation and engagement in Latine children by connecting language use to their interests and everyday contexts. Research by Escamilla et al. (2024) highlights this in storytelling and classroom settings, where children draw on their full linguistic repertoire to remain actively involved in interaction.
- Latine language learners show great language development in environments where both languages were actively used (Hammer et al., 2012), supporting the role of translanguaging in promoting language use in family interactions.

This research explores the frequency of how Latine families use their linguistic repertoire (translanguaging) across oral story-telling and book-sharing activities. To better understand how translanguaging appears in everyday interactions.

Participants & Methods

- 12 families demonstrated translanguaging practices, defined as the use of both Spanish and English interactions with an approximate 80/20 distribution across languages.
- Each caregiver was asked to engage their child in three activities:
 1. Telling an original story about science and nature
 2. Sharing two books about science or nature (one expository and one narrative).
- All interactions were video-recorded, transcribed and coded for instances of translanguaging.
- Coders identified each speaker's base language and then coded all utterances containing a language switch.
- Coders determined where the switch occurred (word, phrase or full utterance).

Isabella en la Selva Lacandona
Isabella in the Lacandon Jungle



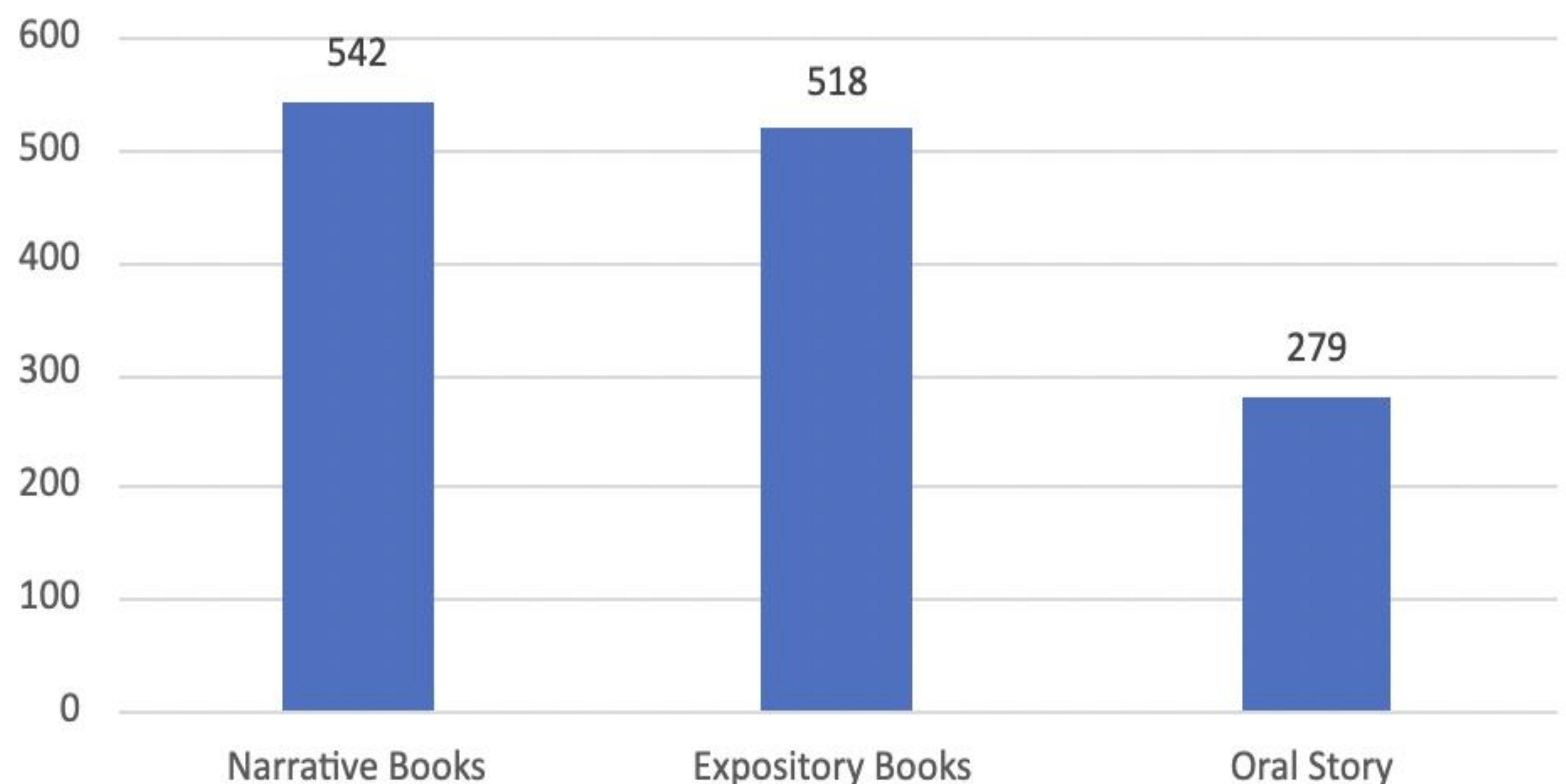
En la Isla Saona
On Saona Island



Results

Figure 1: Frequency of translanguaging use by Latine caregivers and children across storytelling and book-sharing contexts.

Frequency of Translanguaging by Activity Type (Narrative, Expository, Oral Story)



A repeated measures ANOVA indicated that there was no significant effect of activity type on translanguaging frequency, $F(2, 22) = 1.17, p = .329$. This suggests that translanguaging occurred at similar rates across narrative, expository, and oral storytelling activities.

Conclusion & Discussion

Findings support the research question by showing that translanguaging occurs across both oral storytelling and book-sharing, confirming its role in everyday family interactions.

- Differences across activities suggest that context matters as narrative books suggests that story-based contexts encourage more flexible and natural language use.
- These results demonstrate that different activities (e.g., structure, engagement, and storytelling elements) shape how families draw on their linguistic repertoire.

Overall, this proves the importance of examining how and when translanguaging occurs, as everyday interactions, supported by caregivers, play a key role in bilingual language development.

Future research will build on this by analyzing the types of language switches used by the 12 families who demonstrated translanguaging, providing deeper insight into patterns across contexts.